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ABSTRACT

This document contains competencies and criterion-referenced test items for the Intermediate Food and Nutrition semester course in Missouri that were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists. The guide is designed to assist home economics teachers in incorporating the Vocational Instructional Management System (VIMS) into the intermediate Food and Nutrition semester course. The document begins with a 16-item reference list. Individual competency listings consist of a duty area, task(s), performance objective and criteria, and criterion-referenced test item with answer. Instructional areas covered include the following: recognizing the social and psychological influences of food and nutrition; recognizing the relationship between food and health; recognizing nutritional needs and the life cycle; recognizing special nutritional and food needs of individuals; investigating consumer information; creating food purchase plans; developing a time and resource management plan; preparing meals and snacks; describing family meal patterns; comparing meal service options; recognizing careers in food and nutrition; identifying types of small businesses; and developing leadership through Future Homemakers of America. (KC)

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Performance Objectives and Criterion-Referenced Test Items

Food and Nutrition (Intermediate)

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CE 054 312

FOOD AND NUTRITION (INTERMEDIATE)

PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

Produced by the Instructional Materials Laboratory
University of Missouri
Columbia, Missouri
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FOREWORD

Future planning is a basic necessity in the world of education; we are continually seeking ways to improve the quality of education and training. We are dedicated to the process of helping administrators, educators, and students answer the needs of a constantly changing, fast-paced society.

The Vocational Instructional Management System (VIMS) has become Missouri's framework for competency-based instruction. It provides a practical framework that can help teachers and administrators manage the instructional process and evaluate their programs more efficiently to assure maximum productivity and accountability.

The Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987, is a valuable tool in implementing VIMS into the home economics curriculum at the local level. It includes competencies for the Intermediate Food and Nutrition semester course which were derived from the duties and tasks of the Missouri homemaker and identified and validated by home economics teachers and subject matter specialists.

To further assist home economics teachers in implementing VIMS into the Intermediate Food and Nutrition semester course, a minimum of two performance objectives have been developed and validated for each competency by teachers with expertise in the area of food and nutrition. One criterion-referenced test item has been developed and validated for each performance objective. The development of performance objectives and criterion-referenced test items will facilitate the teacher's ability to recognize the student's mastery of competencies for Intermediate Food and Nutrition.

RESOURCES FOR INTERMEDIATE FOOD AND NUTRITION PERFORMANCE OBJECTIVES AND CRITERION-REFERENCED TEST ITEMS

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M. Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, April, 1986.

N. Power of One. Reston, VA: Future Homemakers of America, 1986.

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P. Student Body. Reston, VA: Future Homemakers of America, 1985.

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	1	Cite examples of ways food patterns meet basic human needs

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student identifies ways that food patterns meet basic human needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which human need is filled when a feeling of warmth and hospitality is created by food?

a. success

b. openness

c. * belonging

d. structure

e. enjoyment

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	1	Cite examples of ways food patterns meet basic human needs

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student identifies ways that food patterns meet basic human needs

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which quality is derived from preparing garnishes and making centerpieces out of food?

a. priorities

b. commonness

c. ethics

d. * aesthetics

e. irritation

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	2	Analyze historical, geographical and cultural influences related to food choices

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student analyzes historical, geographical and cultural influences related to food choices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which group of people once viewed food primarily as nourishment?

a. * Pilgrims

b. Poles

c. Arabs

d. Germans

e. Sailors

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	2	Analyze historical, geographical and cultural influences related to food choices

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student analyzes historical, geographical and cultural influences related to food choices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which culture used seven sweets and seven sours in their meals?

a. Indians

b. Midwesterners

c. * Pennsylvania Dutch

d. Spanish

e. Pilgrims

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	3	Analyze economic and political factors influencing food choices

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student analyzes economic and political factors influencing food choices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What name was given to leftover food from plantation houses when it was mixed with the foods that were available to the slaves?

a. Mexican cuisine

b. * Soul food

c. Barbecue

d. Ceviche

(NOTE: * represents correct response)

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	3	Analyze economic and political factors influencing food choices

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student analyzes economic and political factors influencing food choices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which country has agriculture limited to potatoes and vegetable gardens because the soil is rocky or boggy?

a. Mexico

b. Asia

c. * Ireland

d. England

e. Iran

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	4	Analyze food patterns according to family influences

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student analyzes food patterns according to family influences

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is characteristic of American meal patterns since many women have entered the work force?

a. more, slow-cooked meals on top of the range

b. * use of more quick and ready-to-fix foods

c. more family meals eaten together as a group

d. the return to making food dishes from "scratch"

e. a time of communication

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	4	Analyze food patterns according to family influences

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student analyzes food patterns according to family influences.

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the primary influence on personal food preferences?

a. * family

b. hobbies

c. teachers

d. religion

e. advertisements

(NOTE: * represents correct response)

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	5	Evaluate ways technology influences food and nutrition choices

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student evaluates ways technology influences food and nutrition choices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is likely to build up in the body's system as a result of using coconut oil, palm oil, and lard, found in many pre-packaged foods?

a. nutrients

b. white blood cells

c. * cholesterol

d. steroids

e. resistance

(NOTE: * represents correct response)

Competency:

Duty Area:	A	Recognizing the Social and Psychological Influences of Food and Nutrition
Task:	5	Evaluate ways technology influences food and nutrition choices

Performance Objective:

Given: Given the social and psychological influences of food and nutrition,

Task: the student evaluates ways technology influences food and nutrition choices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a valid characteristic of liquid-protein diets available on the market?

a. interesting to drink

b. * caloric level too low

c. high in fiber and fat

d. supplements unnecessary

e. meal planning unnecessary

(NOTE: * represents correct response)

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	B	Recognizing Relationship Between Food and Health
Task:	1	Appraise values and goals related to food and health

Performance Objective:

Given: Given a relationship between food and health,

Task: the student assesses values and goals related to food and health

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a primary motivational factor to buy food that is high in nutrition?

a. economics

b. emotional

c. time

d. * health

e. habit

(NOTE: * represents correct response)

Competency:

Duty Area:	B	Recognizing Relationship Between Food and Health
Task:	1	Appraise values and goals related to food and health

Performance Objective:

Given: Given a relationship between food and health,

Task: the student selects values and goals related to food and health

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Stephanie wants to look just like a magazine model. Because she thinks that she's too fat, she is fasting to lose weight. So far she has lost 25 lbs. and plans to continue losing weight until she looks like the ideal model. Presently she weighs 106; her height is 5'6". How would you evaluate Stephanie's goal?

Possible Answer:

Currently Stephanie weighs less than the recommended level for her height. She needs to change her approach to weight loss. Fasting starves the body of needed nutrients. Her goal is unrealistic, and if she continues to lose weight, she'll suffer from malnutrition. Counseling and/or family support may be needed to keep Stephanie from losing her health.

Competency:

Duty Area:	B	Recognizing Relationship Between Food and Health
Task:	2	Analyze food preferences and patterns

Performance Objective:

Given: Given a relationship between food and health,

Task: the student analyzes food preferences and patterns

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which term describes the behavior of a child who suddenly develops the habit of eating the same food, such as peanut butter, with every meal?

a. * a food jag

b. pernicious anemia

c. diabetes

d. schizophrenia

(NOTE: * represents correct response)

Competency:

Duty Area:	B	Recognizing Relationship Between Food and Health
Task:	2	Analyze food preferences and patterns

Performance Objective:

Given: Given a relationship between food and health,

Task: the student analyzes food preferences and patterns

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which probably won't influence personal food likes and dislikes?

a. ethnic origin

b. religious beliefs

c. * work simplification

d. education

e. family

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	1	Describe functions and food sources of nutrients

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student describes functions and food sources of nutrients

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which could be the result of the mother's lack of protein during fetal development?

a. limited bone marrow development

b. a larger child at birth

c. an enlarged thyroid in the child

d. * limited brain growth

e. difficult labor

(NOTE: * represents correct response)

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	1	Describe functions and food sources of nutrients

Performance Objective:

Given: Given the nutritional needs,

Task: the student describes functions and food sources of nutrients

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What nutrient is provided by the meat/poultry/fish and dry beans food group?

a. vitamin A

b. * iron

c. calcium

d. fiber

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	2	Appraise dietary needs during pregnancy and lactation

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student appraises dietary needs during pregnancy and lactation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How does the mother's lack of calcium, during pregnancy, affect the fetus?

a. transfers the calcium in its bones to the mother

b. converts the mother's vitamin A to calcium

c. * uses the mother's calcium reserves

d. limits the amount of calcium it needs

(NOTE: * represents correct response)

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	2	Appraise dietary needs during pregnancy and lactation

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student appraises dietary needs during pregnancy and lactation

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which substance can flavor mother's milk during lactation?

a. * tobacco

b. water

c. vitamin supplements

d. red meat

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	3	Describe nutritional concerns and feeding methods during infancy

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student describes nutritional concerns and feeding methods during infancy

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which liquid is not suitable for infant feeding?

a. water

b. juice

c. mother's milk

d. * skim milk

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	3	Describe nutritional concerns and feeding methods during infancy

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student describes nutritional concerns and feeding methods during infancy

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which additive should be of particular concern when analyzing nutrition labels for infant food?

a. vitamin A

b. iron

c. calcium

d. * sugar

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	4	Plan menus to meet developmental needs during stages of childhood

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student plans menus to meet developmental needs during stages of childhood

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Using the Basic Four Food Groups, list the amounts which are appropriate for a toddler. Compare the amounts needed for a toddler to those of an adult.

Possible Answer:

Servings of	Toddler	Adult
Milk/Cheese:	3	2
Meat/Poultry/Fish/Beans:	2	2
Bread/Cereals:	3	4
Vegetables/Fruits:	4	4

When adapting the Basic Four Food Groups to toddlers, servings of milk/cheese need to be increased for toddlers compared to adult servings. Toddlers need fewer servings of bread/cereals than adults, while needs for meat/poultry/fish/beans and vegetables/fruits are similar for both groups.

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	4	Plan menus to meet developmental needs during stages of childhood

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student plans menus to meet developmental needs during stages of childhood

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Plan a suitable lunch for a ten year old; include foods from each of the Basic Four Food Groups:

Possible Answer:

Sample Menu

Swiss Steak
Baked Potato Steamed Broccoli
Strawberry Jello with Bananas
Oatmeal Cookie
Milk

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	5	Plan diets for middle school age and adolescents

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student plans diets for middle school age and adolescents

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Ben is growing rapidly and likes to drink a lot of milk. He is involved in sports and needs a great deal of food to keep his energy and nutrient levels high to function effectively. Recently Ben has been drinking a quart of milk after school. This causes him to eat less at dinner. Is there any harm in drinking the extra amount of milk before meals? Support your response with nutrition facts.

Possible Answer:

If Ben is getting enough milk during the day, drinking extra milk may actually be harmful. If he continues this practice, he may suffer from iron deficiency anemia because he substitutes milk for iron-rich foods.

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	5	Plan diets for middle school age and adolescents

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student plans diets for middle school age and adolescents

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Merideth is a teenager who follows a very disorganized eating pattern. She usually skips breakfast, eats a salad or some cottage cheese for lunch, and tries to eat only small amounts of food for dinner. Identify three nutrients which are typically limited in diets of teenagers such as Merideth. Explain long-term consequences of her behavior.

Possible Answer:

Many teenage girls have diets which are typically low in calories, calcium, iron, vitamins A and C. Should Merideth keep on this diet, she will be very undernourished during a time period when she needs extra nutrients. If she begins to follow a nutritious diet, it takes approximately five months for her body to develop the ability to absorb the needed nutrients.

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	6	Describe nutritional needs during teen pregnancy

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student describes nutritional needs during teen pregnancy

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which condition is likely to effect a teenager who is pregnant with her first baby?

a. * anemia

b. anorexia

c. full-term delivery

d. sudden infant death syndrome

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	6	Describe nutritional needs during teen pregnancy

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student describes nutritional needs during teen pregnancy

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which effect can be expected if a teenager is emotionally stable during pregnancy?

a. may abort the child

b. could diet to maintain her figure

c. * body will absorb needed nutrients

d. will have a noncrying baby

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	7	Analyze nutrition needs and concerns during adulthood

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student analyzes nutrition needs and concerns during adulthood

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

A large segment of the American adult population does not get sufficient exercise. Which should be their major concern?

a. vitamin supplements

b. sleeping habits

c. work settings

d. * caloric intake

(NOTE: * represents correct response)

Competency:

Duty Area:	C	Recognizing Nutritional Needs and the Life Cycle
Task:	7	Analyze nutrition needs and concerns during adulthood

Performance Objective:

Given: Given the nutritional needs and the life cycle,

Task: the student analyzes nutrition needs and concerns during adulthood

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

According to the USDA Food Guide and dietitians, which is not recommended for American adults to do?

a. eat more whole grain products

b. * add more red meat to the diet

c. eat enriched cereals

d. eat a dark green vegetable daily

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	1	Analyze factors influencing energy imbalance

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student analyzes factors influencing energy imbalance

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which constitutes energy balance?

a. calcium levels drop while metabolism is stable

b. vitamin and calorie intake increases

c. metabolism decreases while blood pressure rises

d. * calories taken in equal energy used

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	1	Analyze factors influencing energy imbalance

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student analyzes factors influencing energy imbalance

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is true of basal metabolism rates?

a. higher for women than men

b. * higher for infants than one-year-olds

c. lower for adolescents than children

d. higher for adults than adolescents

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	2	Analyze nutrition and health concerns in energy imbalance

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student analyzes nutrition and health concerns in energy imbalance

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

In general, which is the major cause of obesity in the American population?

a. a glandular imbalance

b. an anemic condition

c. * excess calories

d. vitamin supplements

(NOTE: * represents correct response)

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	2	Analyze nutrition and health concerns in energy imbalance

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student analyzes nutrition and health concerns in energy imbalance

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a sign that an individual is bulimic?

a. * excessive tooth decay

b. excessive weight gain

c. body lesions

d. hyperactivity

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	3	Evaluate approaches to weight control

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student evaluates approaches to weight control

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an example of an approach to weight control that involves changing the way people view food and reorganizing their environment?

a. acupuncture diet

b. * behavior modification diet

c. fasting diet

d. low carbohydrate diet

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	3	Evaluate approaches to weight control

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student evaluates approaches to weight control

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would not be a sound procedure to follow when trying to control weight?

a. eating meals regularly

b. substituting hobbies for eating

c. * exercising with spot reducers

d. selecting a wide variety of foods

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	4	Describe convalescent diets and meal service

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student describes convalescent diets and meal service

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which type of diet is recommended for a patient who is too ill to eat soft or whole foods?

a. * full liquid

b. modified

c. high fiber

d. vegetarian

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	4	Describe convalescent diets and meal service

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student describes convalescent diets and meal service

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items

Criterion-Referenced Test Item:

Which is recommended for a person who is convalescing from an illness?

a. one full meal per day

b. a large amount of soft fruit

c. bland, low carbohydrate food

d. * numerous small meals per day

(NOTE: * represents correct response)

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	5	Evaluate nutritional adequacy of special diets (vegetarian, organic, athletic)

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student evaluates the nutritional adequacy of special diets

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jay's parents are vegetarians. They don't eat meat of any kind. Jay is 12 years old; he frequently feels tired and looks pale. If Jay's parents continue to maintain Jay on a meat-free diet, how can they insure that he will receive adequate nutrition?

Possible Answer:

If Jay's parents include animal products, such as eggs and cheese along with beans, Jay should receive sufficient nutrition. If his parents do not combine the necessary food elements, however, Jay's growth could be stunted, he could be anemic, and could be deficient in many needed nutrients.

INTERMEDIATE FOOD AND NUTRITION

Competency:

Duty Area:	D	Recognizing Special Nutritional and Food Needs of Individuals
Task:	5	Evaluate nutritional adequacy of special diets (vegetarian, organic, athletic)

Performance Objective:

Given: Given the special nutritional and food needs of individuals,

Task: the student evaluates the nutritional adequacy of special diets

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which substance taken in large amounts helps release energy from carbohydrates?

a. Vitamin A

b. * Vitamin B

c. Folic Acid

d. Iron

(NOTE: * represents correct response)

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	1	Evaluate features, price, quality, and intended use

Performance Objective:

Given: Given consumer information,

Task: the student evaluates features, price, quality, and intended use

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Alice is at the grocery store trying to decide between two different brands of crackers. The particular brands she likes are: Brand A, 12 ounces for $2.36; Brand B, 11 ounces for $2.15. Calculate the price per ounce for each brand and determine the best buy. Show your calculations.

Possible Answer:

$2.36 ÷ 12 = 20 cents per ounce

$2.15 ÷ 11 = 20 cents per ounce

(answers have been rounded to the nearest whole number)

Both brands of crackers cost approximately the same per ounce.

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	2	Analyze shopping guidelines for food and related products

Performance Objective:

Given: Given consumer information,

Task: the student analyzes shopping guidelines for food and related products

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which guideline should be used to determine whether to buy fresh, frozen, or canned vegetables?

a. buy the freshest vegetable

b. make selection based on weight

c. choose the easiest to store

d. * choose the lowest cost

(NOTE: * represents correct response)

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	1	Evaluate features, price, quality, and intended use

Performance Objective:

Given: Given consumer information,

Task: the student evaluates features, price, quality, and intended use

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a result of evaluating price, quality, and use of foods?

a. * buying on impulse

b. meeting nutritional needs

c. staying within food budget

d. taking advantage of advertised specials

(NOTE: * represents correct response)

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	2	Analyze shopping guidelines for food and related products

Performance Objective:

Given: Given consumer information,

Task: the student analyzes shopping guidelines for food and related products

Criteria: based on the satisfactory completion of assigrment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Denise loves to shop in grocery stores. She makes a habit of stopping after work every day to purchase items she feels she can use. How is Denise's decision affecting her food budget?

a. her behavior has no effect on her budget

b. she is cutting food budget costs with her behavior

c. * she is spending more on food than necessary

d. she is limiting the amount of food she buys

(NOTE: * represents correct response)

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	3	Appraise recourse and protection practices

Performance Objective:

Given: Given consumer information,

Task: the student appraises recourse and protection practices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Della brought home her favorite pickles. After several weeks of storage, Della decided to eat her pickles. But the cover turned easily and there was no sound of a vacuum seal breaking. What should Della do about this situation?

Possible Answer:

A broken vacuum seal indicates spoilage and the jar of pickles is bad. Della should take it back to the grocery store, even if she does not have the receipt. A concerned manager would check the rest of the pickles on the shelves. Under no circumstances should Della eat the pickles.

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	3	Appraise recourse and protection practices

Performance Objective:

Given: Given consumer information,

Task: the student appraises recourse and protection practices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which agency sets the standards of quality for canned products?

a. Consumer's Union

b. National Federation of Consumers

c. * Food and Drug Administration

d. Federal License Bureau

(NOTE: * represents correct response)

Competency:

Duty Area:	E	Investigating Consumer Information
Task:	1	Evaluate features, price, quality, and intended use

Performance Objective:

Given: Given consumer information,

Task: the student evaluates features, price, quality, and intended use

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a result of evaluating price, quality, and use of foods?

a. * buying on impulse

b. meeting nutritional needs

c. staying within food budget

d. taking advantage of advertised specials

(NOTE: * represents correct response)

Competency:

Duty Area: F Creating a Food Purchase Plan

Task: 1 Analyze food budgeting practices

Performance Objective:

Given: Given information,

Task: the student analyzes food budgeting practices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which shopping procedure will limit costs when buying food?

a. buy food only as needed

b. * compute unit prices

c. purchase fresh produce

d. shop slowly

(NOTE: * represents correct response)

Competency:

Duty Area: F Creating a Food Purchase Plan

Task: 1 Analyze food budgeting practices

Performance Objective:

Given: Given a situation,

Task: the student analyzes food budgeting practices

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

George is usually in a hurry when grocery shopping because he buys what he needs on the way home from work each night. George seldom observes charges made by the checker; he thinks the computerized scanner is adequate. Is George correct in his assumption?

Possible Answer:

Although computer scanning of the universal product codes tends to reduce checker error, many items must be weighed and George should be sure that the checker is using correct codes to determine costs. Also, shelf prices may not agree with computer listings. There can be errors.

Competency:

Duty Area: F Creating a Food Purchase Plan

Task: 2 Calculate food purchases

Performance Objective:

Given: Given a situation,

Task: the student calculates a household purchase

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Amy needs to buy dishwashing soap and has a coupon for a name brand. When the coupon is doubled, Amy will get 50 cents off the price. At the store, Amy finds the coupon brand is priced at $1.49. The store brand is priced at 98 cents. Explain which brand is the better buy?

Possible Answer:

Amy would save a penny by buying the store brand. If the store brand is comparable in quality to the name brand, Amy would be a penny richer by buying the store brand. If the name brand is of higher quality, Amy may want to pay the extra penny and buy it.

Competency:

Duty Area: F Creating a Food Purchase Plan

Task: 2 Calculate food purchases

Performance Objective:

Given: Given information regarding food purchase plans,

Task: the student calculates food purchases

Criteria: based on the satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

On the average, people in the U.S. spend almost _____% of their income on food.

a. 4%

b. 10%

c. * 16%

d. 50%

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	1	Demonstrate safe and sanitary practices

Performance Objective:

Given: Given a list of procedures for storing fresh egg yolks,

Task: the student identifies safe and sanitary practices

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the correct procedure for storing fresh egg yolks?

a. whip with a little water and freeze

b. place in an airtight plastic container, refrigerate

c. sprinkle with flour, cover tightly, refrigerate

d. * cover with cold water in airtight container, refrigerate

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	1	Demonstrate safe and sanitary practices

Performance Objective:

Given: Given a list of toxins,

Task: the student identifies toxins that are not destroyed by normal cooking methods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which toxin is not destroyed by ordinary cooking methods?

a. salmonella

b. * staph

c. perfringens

d. botulism

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	2	Evaluate kitchen and work arrangements

Performance Objective:

Given: Given the measurements of a typical kitchen triangle,

Task: the student evaluates kitchen and work arrangements

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the maximum number of feet recommended for a typical kitchen work triangle?

a. 10 feet

b. * 21 feet

c. 36 feet

d. 45 feet

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	2	Evaluate kitchen and work arrangements

Performance Objective:

Given: Given a list of kitchen work arrangements,

Task: the student evaluates kitchen and work arrangements

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the least efficient kitchen work arrangement?

a. * one-wall

b. corridor

c. L-shaped

d. peninsula

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	3	Appraise food and nutrient preservation methods

Performance Objective:

Given: Given a list of chemicals,

Task: the student identifies food and nutrient preservation methods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which chemical causes the unappetizing color change when a deep, green-colored vegetable is overcooked?

a. tannin

b. * chlorophyll

c. protein

d. cellulose

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	3	Appraise food and nutrient preservation methods

Performance Objective:

Given: Given a list of elements,

Task: the student identifies food and nutrient preservation methods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which element causes a red vegetable to turn purple when it is cooked in water?

a. iron

b. acid

c. * alkali

d. vitamin A

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	4	Appraise storage methods

Performance Objective:

Given: Given a list of procedures for buying and/or storing frozen vegetables,

Task: the student identifies methods of handling vegetables

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not recommended when buying and/or storing frozen vegetables?

a. * leave in car while shopping

b. place in freezer directly after purchase

c. place in heavy bags after purchase

d. select flexible bags of loose vegetables

(NOTE: * represents correct response)

Competency:

Duty Area:	G	Developing a Time and Resource Management Plan
Task:	4	Appraise storage methods

Performance Objective:

Given: Given options concerning length of time,

Task: the student identifies maximum storage time for fresh meat

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How long can fresh meat be safely stored in the refrigerator?

a. one day

b. four days

c. seven days

d. * 14 days

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 1 Use and care for utensils and equipment

Performance Objective:

Given: Given a list,

Task: the student uses and cares for utensils and equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

When storing utensils and equipment, which is a primary concern?

a. clean/high storage

b. * convenient/ease of use

c. out of sight

d. away from small children

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 1 Use and care for utensils and equipment

Performance Objective:

Given: Given a list of cleaning solutions,

Task: the student identifies the recommended solution for cleaning refrigerators

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which solution is the safest for cleaning the refrigerator?

a. abrasive cleanser and water

b. alcohol drenched swabs

c. * baking soda and water

d. ammonia and water

(NOTE: * represents correct response)

Competency:

Duty Area:	H	Preparing Meals and Snacks
Task:	2	Demonstrate standard measurement techniques

Performance Objective:

Given: Given a situation,

Task: the student demonstrates standard measurement techniques

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the purpose for adding dry ingredients alternately with liquid ingredients when mixing cake batter?

a. increase browning

b. add volume to batter

c. reduce number of air pockets

d. * maintain an emulsion

(NOTE: * represents correct response)

Competency:

Duty Area:	H	Preparing Meals and Snacks
Task:	2	Demonstrate standard measurement techniques

Performance Objective:

Given: Given a situation,

Task: the student demonstrates standard measurement techniques

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Select the correct measuring cup(s) for measuring 3/4 c. water and follow standard procedures for measuring liquid.

(NOTE: Display cups on counter and observe students' selection of correct item.)

Standard of Evaluation: Check students' performance on the following criteria.

1. Selected appropriate measuring cup
2. Filled appropriate measuring cup with water
3. Filled measuring cup to expected level
4. Checked at eye level
5. Attained level with 3/4 line covered on measuring cup

Competency:

Duty Area:	H	Preparing Meals and Snacks
Task:	3	Use recipe information to alter recipes

Performance Objective:

Given: Given a situation,

Task: the student uses recipe information to alter recipes

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Carry out the following calculation:

Double a recipe that requires 2/3 c. shortening. Calculate the number of tablespoons to equal that result. Show your work to the nearest teaspoon.

Possible Answers:

3 t. = 1 T.
16 T. = 1 c.

1. 16/1 + 2/3 = 10 2/3 T.

   10 2/3 T. = 2/3 c.

   10 2/3 T. x 2 = 20 4/3 T.

   Result: 21 T. and 1 t.

2. 2/3 c. x 2/1 = 4/3

   4/3 + 16/1 = 64/3 or 21 1/3

   Result: 21 T. and 1 t.

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 3 Use recipe information to alter recipes

Performance Objective:

Given: Given a situation,

Task: the student uses recipe information to alter recipes

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

How many tablespoons of egg yolk and egg white are needed to equal one egg?

a. * one tablespoon yolk and two tablespoons of white

b. one teaspoon yolk and three tablespoons of white

c. two tablespoons of yolk and one tablespoon of white

d. two tablespoons of both yolk and white

(NOTE: * represents correct response)

Competency:

Duty Area:	H	Preparing Meals and Snacks
Task:	4	Demonstrate principles of preparation

Performance Objective:

Given: Given a situation,

Task: the student demonstrates principles of preparation

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the result when fat is reused for frying?

a. hardens faster

b. whitens the fried food

c. heats faster

d. * smokes easily

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 4 Demonstrate principles of preparation

Performance Objective:

Given: Given a list of foods,

Task: the student recognizes principles of preparation

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which food is suitable for the water bath method of food preservation.

a. corn

b. * tomatoes

c. green beans

d. stew

(NOTE: * represents correct response)

Competency:

Duty Area:	H	Preparing Meals and Snacks
Task:	5	Prepare protein foods

Performance Objective:

Given: Given a list of methods for food preparation,

Task: the student identifies a way to tenderize meat

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a way to tenderize tougher cuts of meat?

a. flour

b. moisten

c. * marinate

d. season

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 5 Prepare protein foods

Performance Objective:

Given: Given a list of methods of food preparation,

Task: the student prepares protein foods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Certain dried beans may sour before they are cooked. How can this be prevented?

a. * boil briefly before soaking

b. wash and simmer for several hours

c. rinse and dry on paper towels

d. combine with tomato juice to soften

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 6 Prepare fruits and vegetables

Performance Objective:

Given: Given a list,

Task: the student prepares fruits and vegetables

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Why is it important to cook vegetables in a small amount of water?

a. adds minerals to the vegetables

b. reduces calorie loss

c. enhances the flavor

d. * prevents loss of soluble vitamins

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 6 Prepare fruits and vegetables

Performance Objective:

Given: Given a list,

Task: the student identifies the effect of acid fruit on gelatin

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What effect does acid fruit have on gelatin?

a. strengthens the gelatin's structure

b. reduces the gelatin's setting time

c. * weakens the gelatin's structure

d. decreases the volume of the mixture

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 7 Prepare dairy products

Performance Objective:

Given: Given a list,

Task: the student prepares dairy products

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

What happens when an acid is added to milk heated to a high temperature?

a. makes it watery

b. strengthens the emulsion

c. scorches the mixture

d. * curdles the milk

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 7 Prepare dairy products

Performance Objective:

Given: Given a situation,

Task: the student prepares dairy products

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which characteristic helps cheese to blend readily into a mixture?

a. * well-ripened

b. dark yellow color

c. extra-mild flavor

d. natural aging

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 8 Prepare breads and cereals

Performance Objective:

Given: Given a list,

Task: the student prepares breads and cereals

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which term identifies the thickening process of a cooked starch mixture?

a. amalgamation

b. reincarnation

c. * gelatinization

d. condensation

(NOTE: * represents correct response)

Competency:

Duty Area: H Preparing Meals and Snacks

Task: 8 Prepare breads and cereals

Performance Objective:

Given: Given a list of forms of baking powder,

Task: the student prepares breads and cereals

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which type of baking powder releases the most carbon dioxide when it is heated?

a. tartrate

b. * phosphate

c. sulphurized

d. granulated

(NOTE: * represents correct response)

Competency:

Duty Area: I Describing Family Meal Patterns

Task: 1 Evaluate resource management plans

Performance Objective:

Given: Given a menu,

Task: the student evaluates resource management plans

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the food items (1-8) according to the order of preparation by placing 1 before the food that takes the longest to prepare. Assume that rolls and ice cream are purchased.

2	potatoes	Baked Chicken
4	salad	Scalloped Potatoes Buttered Beets
6	rolls	Tossed Salad Hot Rolls/Butter
1	chicken	Vanilla Ice Cream
7	milk	Coffee Milk
3	beets	
8	ice cream	
5	coffee	

Competency:

Duty Area: I Describing Family Meal Patterns

Task: 1 Evaluate resource management plans

Performance Objective:

Given: Given a list of kitchen items,

Task: the student organizes kitchen storage areas

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Match the kitchen storage area to the equipment to be stored.

EQUIPMENT	STORAGE AREA
a 1. skillet	a. Cooking/Serving
b 2. strainer	b. Mixing/Preparation
b 3. grater	c. Sink/Cleaning
c 4. wastebasket	
b 5. measuring cups	
a 6. wooden spoons	
c 7. detergent	
a 8. pot holders	

Competency:

Duty Area: I Describing Family Meal Patterns

Task: 2 Assign roles to family members

Performance Objective:

Given: Given a family situation,

Task: the student assigns roles to family members

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Louise and John are homemakers with three children, ages 7, 13, and 15. Because they both work, it is often difficult to get a meal on the table at a reasonable hour. This evening their meal will be beef stew, a tossed green salad, quick rolls/butter, fruit gelatin with whipped topping for dessert, along with coffee and milk. Decide how the family members can share the responsibilities of meal preparation, enabling them to enjoy their meal at an earlier hour.

Possible Answer:

John can clean the vegetables and prepare the ingredients for the stew the night before; they can be stored in the refrigerator, in the slow cooker. Louise can prepare the gelatin. In the morning, Louise can remove the slow cooker from the refrigerator and plug it in. When the two older children get home in the afternoon, they can prepare the tossed green salad and put the gelatin and whipped topping on dessert plates. The 7-year old can set the table, while one of the older children heats the rolls. When the adults arrive home, they can plug in the coffee pot and serve the stew. The 7-year-old can pour the milk.

Competency:

Duty Area: I Describing Family Meal Patterns

Task: 2 Assign roles to family members

Performance Objective:

Given: Given an apartment situation,

Task: the student assigns roles to roommates

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Ben and Steve share an apartment. Frequently Ben does the food preparation because he has had more experience. Steve usually eats, then helps with cleanup. Ben is getting tired of cooking all of the time. How could the two resolve this situation so that each assumes a fair share of food preparation?

Possible Answer:

Ben and Steve need to evaluate the food preparation skills each has and decide when and where these skills can be used. If Steve lacks food preparation skills, Ben could teach him some techniques so that Steve can prepare some of the meals. If he has great difficulty cooking, Steve could do the shopping, set the table, and assume greater responsibility for cleanup until he can learn to prepare some foods himself.

Competency:

Duty Area:	I	Describing Family Meal Patterns
Task:	3	Analyze features, price, and quality of convenience foods

Performance Objective:

Given: Given food items,

Task: the student analyzes features, price, and quality of convenience foods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which has no effect on the price of convenience foods?

a. individual servings

b. preparation time

c. packaging

d. brand name

e. * nutrition

(NOTE: * represents correct response)

Competency:

Duty Area:	I	Describing Family Meal Patterns
Task:	3	Analyze features, price, and quality of convenience foods

Performance Objective:

Given: Given a list of terms,

Task: the student identifies features of convenience foods

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the term for a convenience food that requires additional ingredients?

a. unfinished

b. finished

c. dehydrated

d. * semi-prepared

(NOTE: * represents correct response)

Competency:

Duty Area:	J	Comparing Meal Service Options
Task:	1	Describe supplies and equipment (linens, flatware, serving utensils)

Performance Objective:

Given: Given a list of terms,

Task: the student describes supplies and equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which term applies to the silver or gold rim around glassware?

a. ridged

b. etched

c. embossed

d. * banded

(NOTE: * represents correct response)

Competency:

Duty Area:	J	Comparing Meal Service Options
Task:	1	Describe supplies and equipment (linens, flatware, serving utensils).

Performance Objective:

Given: Given a list of serving utensils,

Task: the student identifies supplies and equipment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is hollowware?

a. * pitchers and bowls

b. plates

c. drinking glasses

d. meat platter

(NOTE: * represents correct response)

Competency:

Duty Area:	J	Comparing Meal Service Options
Task:	2	Demonstrate table and meal services

Performance Objective:

Given: Given a situation,

Task: the student demonstrates table and meal services

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Using the list of tableware and linen as a guide, draw one place setting for a formal dinner.

Equipment:

salad plate	bread and butter plate
dinner plate	water glass
beverage glass	napkin
dinner fork	salad fork
dessert fork	dinner knife
	bread and butter knife

Competency:

Duty Area: J Comparing Meal Service Options

Task: 2 Demonstrate table and meal services

Performance Objective:

Given: Given an example of a table setting,

Task: the student demonstrates table and meal services

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the items according to the order of removal after dinner is completed using letters a, b, c, d.

d 1. beverage glasses and spoons

b 2. cover plates

c 3. plates and salad plates

a 4. serving dishes

(NOTE: * represents correct response)

Competency:

Duty Area:	J	Comparing Meal Service Options
Task:	3	Describe variations to meet special needs and occasions

Performance Objective:

Given: Given a list of serving methods,

Task: the student describes variations to meet special needs and occasions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which method depicts a meal served by the host, at the table, and passed to each guest?

a. Blue plate

b. * English

c. Russian

d. Family style

(NOTE: * represents correct response)

Competency:

Duty Area:	J	Comparing Meal Service Options
Task:	3	Describe variations to meet special needs and occasions

Performance Objective:

Given: Given a list of methods,

Task: the student describes variations to meet special needs and occasions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a type of service using a combination of serving methods?

a. Russian

b. Blue plate

c. * Compromise

d. Formal

(NOTE: * represents correct response)

Competency:

Duty Area:	K	Recognizing Careers in Food and Nutrition
Task:	1	Describe personal qualities and training required

Performance Objective:

Given: Given a list of qualities,

Task: the student identifies qualities required

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not essential for a career in foods and nutrition?

a. work with people

b. set schedules

c. * repair computers

d. plan menus

(NOTE: * represents correct response)

Competency:

Duty Area:	K	Recognizing Careers in Food and Nutrition
Task:	1	Describe personal qualities and training required

Performance Objective:

Given: Given a career in food and nutrition,

Task: the student describes personal qualities and training required

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jeff wants to prepare himself for a position in the hospitality industry. How can he prepare for this type of career?

Possible Answer:

Positions in the hospitality industry are varied. Some require extensive training, while others may be learned on the job. Jeff could explore opportunities at a local area vocational-technical school, a career center, or junior college after completion of high school. He can choose the length and form of training that suits his own goals and qualifications.

Competency:

Duty Area: K Recognizing Careers in Food and Nutrition

Task: 2 Identify careers

Performance Objective:

Given: Given a list of public places,

Task: the student identifies likely places of employment

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which place is least likely to hire a person pursuing a food and nutrition career?

a. restaurant

b. * library

c. hospital

d. laboratory

(NOTE: * represents correct response)

Competency:

Duty Area: K Recognizing Careers in Food and Nutrition

Task: 2 Identify careers

Performance Objective:

Given: Given a list,

Task: the student identifies careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which would be a suitable job for a person with skills in food and nutrition?

a. pottery thrower

b. line operator

c. * lab technician

d. sanitation engineer

(NOTE: * represents correct response)

Competency:

Duty Area:	K	Recognizing Careers in Food and Nutrition
Task:	3	Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the latest copy of the Occupational Outlook Handbook,

Task: the student investigates working conditions and income of specific careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is the range of earnings for full-time cooks and chefs?

a. * 7,100 - 16,400
b. 7,100 - 9,300
c. 9,300 - 12,300
d. 16,400 - 40,000

(NOTE: * represents correct response)

Competency:

Duty Area: K Recognizing Careers in Food and Nutrition

Task: 3 Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the latest copy of the Occupational Outlook Handbook,

Task: the student investigates working conditions and income of specific careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a variable of working conditions experienced by a cook or chef?

a. type of food service
b. quantity of food prepared
c. * wages earned by cook
d. modernization of kitchen
e. local food service laws

(NOTE: * represents correct response)

Competency:

Duty Area:	K	Recognizing Careers in Food and Nutrition
Task:	3	Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the latest copy of the Occupational Outlook Handbook,

Task: the student investigates working conditions and income of specific careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Given the latest copy of the Occupational Outlook Handbook, list five job requirements typically found in a food and nutrition occupation.

Possible Answers:

1) computer knowledge, 2) food composition analysis, 3) food preparation, 4) communication skills, 5) recipe development, 6) equipment demonstration, 7) catering, 8) food and budget cost management, 9) write instructional materials, 10) dietetic planning, 11) food and nutrition teacher.

Competency:

Duty Area:	K	Recognizing Careers in Food and Nutrition
Task:	3	Investigate working conditions and income of specific careers

Performance Objective:

Given: Given the latest copy of the Occupational Outlook Handbook,

Task: the student investigates working conditions and income of specific careers

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Using the latest copy of Occupational Outlook Handbook, select a food and nutrition occupation, list the income an individual can expect to receive. Identify the number of hours worked and fringe benefits, if any, for this particular occupation.

Answers will vary.

Competency:

Duty Area:	L	Identifying Types of Small Businesses
Task:	1	Describe home-based home economics businesses

Performance Objective:

Given: Given the latest copy of the Occupational Outlook Handbook,

Task: the student describes home-based home economics businesses

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Dan writes a food column about consumer issues, new food products, and legislation affecting consumer food choices for a daily newspaper. He has developed camera skills and photographs foods for a variety of publications. What is Dan's job title?

a. food service technician

b. home economist in business

c. food journalist/entrepreneur

d. * home economist in communications

(NOTE: * represents correct response)

Competency:

Duty Area: L Identifying Types of Small Businesses

Task: 1 Describe home-based home economics businesses

Performance Objective:

Given: Given the latest copy of the Occupational Outlook Handbook,

Task: the student describes home-based home economics businesses

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is usually not a necessary detail of home-based business management?

a. a work area

b. communications

c. * supervision

d. time schedules

(NOTE: * represents correct response)

Competency:

Duty Area:	L	Identifying Types of Small Businesses
Task:	2	Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list of traits,

Task: the student identifies qualities of a sucessful entrepreneur

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is not a trait of a successful entrepreneur?

a. self-starter

b. responsible

c. organized

d. * undecided

(NOTE: * represents correct response)

Competency:

Duty Area:	L	Identifying Types of Small Businesses
Task:	2	Assess personal skills and resources to be an entrepreneur

Performance Objective:

Given: Given a list,

Task: the student identifies methods of generating new enterprise ideas

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is a method of generating new entrepreneurial ideas?

a. watching television

b. day dreaming

c. * brainstorming

d. reject change

(NOTE: * represents correct response)

Competency:

Duty Area:	L	Identifying Types of Small Businesses
Task:	3	Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given information presented in class,

Task: the student identifies advantages or disadvantages of owning a business

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which is an advantage of operating a business?

a. * tax benefits

b. unlimited liability

c. financing capital

d. incentive for employees

(NOTE: * represents correct response)

Competency:

Duty Area:	L	Identifying Types of Small Businesses
Task:	3	Compare advantages and disadvantages of owning a business and working for an employer

Performance Objective:

Given: Given a list of terms,

Task: the student identifies advantages and disadvantages of entrepreneurship

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which may be a disadvantage to entrepreneurship?

a. tax benefits

b. owner profits

c. * obtaining capital

d. satisfaction

(NOTE: * represents correct response)

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	1	Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Who is our state leader?

1. attorney general
2. * governor
3. chairperson
4. president

(NOTE: * represents correct response)

Competency:

Duty Area: M Developing Leadership Through Future Homemakers of America

Task: 1 Define leadership

Performance Objective:

Given: Given a list of home, school, and community leaders,

Task: the student recognizes leadership positions

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write the name of the current official beside the position he/she fills.

1. Governor_____
2. State FHA/HERO President_____
3. State Representative_____
4. Mayor_____
5. Chapter FHA/HERO President_____
6. Missouri State FHA/HERO Advisor_____
7. National FHA/HERO President_____
7. Principal_____
8. Superintendent_____
9. Regional FHA/HERO President_____
10. Homemaker_____

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	1	Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false?

T 1. Leadership involves both leading and following.

T 2. Leadership reaches out and shares personal skills and resources.

F 3. Leadership is an autocratic process.

F 4. Leadership traits are inherited.

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	1	Define leadership

Performance Objective:

Given: Given information presented in class,

Task: the student identifies/writes a definition of leadership

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which description defines leadership?

a. responsible for the success of the chapter

b. plans, organizes, controls, and coordinates meetings

c. * encourages other students to participate and work toward group goals

d. emphasizes getting the job done without considering the feelings of others

(NOTE: * represents correct response)

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the student identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Which traits are good leadership qualities?

a. communicates well, involves everyone, and demands own way

b. * manages time well, accepts responsibility, and encourages participation

c. selects friends for chairpersons, communicates well, and takes pride in the organization

d. regimented, motivated by self-interest, and manages resources well

(NOTE: * represents correct response)

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a list of traits,

Task: the students identifies leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

T__ 1. The chapter president demonstrates good leadership by making members feel welcome.

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a list of skills or a case study/situation,

Task: the student identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Write "T" before the statement that is true and "F" before the statement that is false.

F__ 1. The president should ask for the treasurer's report before the minutes are read, when using correct parliamentary procedure in following an agenda.

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	2	Identify leadership qualities and skills

Performance Objective:

Given: Given a case study/situation,

Task: the statement identifies leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

During FHA/HERO week, the Intermediate Food and Nutrition Class sponsored a school assembly on nutrition. Students assumed responsibilities for various jobs. Which member demonstrated positive leadership skills?

a. Sally's publicity posters were scheduled to be up by Tuesday, but were found in her locker on Wednesday.

b. John's duty was to set up chairs in the assembly hall Wednesday after school; he chose to attend basketball practice instead.

c. * Katherine contacted the speaker and arrived early to greet him/her.

d. Jason set up the public address system, without allowing time to test it.

(NOTE: * represents correct response)

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become an FHA/HERO leader

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Rank the steps followed to achieve Power-of-One recognition using letters a, b, c, d, e.

a___ 1. select a module

d___ 2. confer with measurement team

c___ 3. form and carry out plan of action

b___ 4. complete check list and determine goal

e___ 5. submit evidence to state office

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given FHA/HERO bylaws/programs,

Task: the student determines how to become a leader in one FHA/HERO event

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Jennifer and Aaron want to attend the National FHA/HERO Leadership Meeting. They chose STAR Events as their goal. Rank the order of their route to achieve their goal using letters a, b, c, d, e.

c 1. compete/win at District STAR Events

b 2. compete at regional level (optional)

a 3. planning process at chapter level

d 4. compete/win at State STAR Events

e 5. compete at National STAR Events

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student demonstrates leadership qualities

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

The National FHA/HERO Week Committee cannot agree on which activities to present to the chapter. Which committee member's statement exemplifies good leadership skills?

1. "I know everyone wants to have a dance."
2. * "Let's list all the possibilities."
3. "No one wants to do that."
4. "Red and white day is always Friday."

(NOTE: * represents correct response)

Competency:

Duty Area:	M	Developing Leadership Through Future Homemakers of America
Task:	3	Demonstrate leadership qualities and skills

Performance Objective:

Given: Given a problem,

Task: the student uses leadership skills

Criteria: based on satisfactory completion of assignment sheet(s), job sheet(s), and/or test items.

Criterion-Referenced Test Item:

Bob and Susan are participating in a local FHA/HERO meeting. Susan has the floor but Bob interrupts to express his opposing opinion. How do the rules of parliamentary procedure solve this problem? Check all of the correct solutions.

1. * Any member calls for a point of order.
2. * The chairperson or parliamentarian rules Bob out of order.
3. Only agreeing opinions can be discussed.
4. The advisor rules Bob out of order.
5. * Bob may express his opinion when recognized by the chair.

(NOTE: * represents correct response)